**School/Educational Setting Improvement Plan 2019-20**

**Establishment: Glebelands Primary School**

|  |  |  |  |
| --- | --- | --- | --- |
|  |  |  | [Image result for additional support needs](https://www.google.co.uk/imgres?imgurl=http://www.roevalleyintegrated.co.uk/cmsfiles/items/pageimages/308.5_auto/sen_1.gif&imgrefurl=http://www.roevalleyintegrated.co.uk/curriculum-and-assessment/additional-needs/&docid=oU3qQprNpIx0TM&tbnid=Le4edm8pi6vWGM:&vet=10ahUKEwjk5syCwNnWAhWoCMAKHbSnAP8QMwg1KBAwEA..i&w=308&h=140&hl=en&safe=strict&bih=697&biw=1004&q=additional%20support%20needs&ved=0ahUKEwjk5syCwNnWAhWoCMAKHbSnAP8QMwg1KBAwEA&iact=mrc&uact=8) |
| National Improvement Framework  <http://www.gov.scot/Publications/2016/01/8314> | HGIOS 4 Self-evaluation <https://education.gov.scot/improvement/Documents/Frameworks_SelfEvaluation/FRWK2_NIHeditHGIOS/FRWK2_HGIOS4.pdf> | Tayside Plan C&FS  [External Link](http://dmlink.dundeecity.gov.uk/WebRep/CeRDMSGetNodeContent/OTgetNode.php?node=a6969ea7679c6ca7a609)   ' Tayside\_Plan 1a.pdf' | Dundee Education Plan  <https://www.dundeecity.gov.uk/sites/default/files/publications/annual_education_plan_2017-18.pdf> |

|  |
| --- |
| The aims of the School/Educational Setting are aligned to and informed by the National Improvement Framework Priorities, and the Dundee Annual Education Plan and the Tayside Plan for Children, Young People and Families. They are further informed by self-evaluation and associated toolkits. |

|  |
| --- |
| This Plan will be implemented via a cycle of planned activities including consultation with pupils and parents and liaison with partners to evaluate the impact of improvement activities. The Plan links directly to self-evaluation toolkit information. |

|  |
| --- |
| **NIF Priorities:**   1. Improvement in attainment, particularly in literacy and numeracy; 2. Closing the attainment gap between the most and least disadvantaged children; 3. Improvement in children and young people’s health and wellbeing, and; 4. Improvement in employability skills and sustained, positive School / Educational Setting leaver destinations for all young people |
|  |
| **NIF Drivers:**   1. School / Educational Setting Leadership 2. Teacher Professionalism 3. Parental Engagement 4. Assessment of Children’s Progress 5. School / Educational Setting Improvement 6. Performance Information |
|  |
| **Tayside Vision for Children, Young People and Families**  *“Our children and young people will have the best start in life and Tayside will be the best place in Scotland to grow up.”* |
| **Tayside’s Five Priorities for Children, Young People and Families**   1. Our children will have the best start in life; they will be cared for and supported to live in nurturing environments. 2. Our children, young people, and their families will be meaningfully engaged with learning, and combined with high quality learning experiences, all children and young people will extend their potential. 3. Our children and young people will be physically and mentally and emotionally healthy. 4. Our children and young people who experience particular inequalities and disadvantage will achieve health, wellbeing and educational outcomes comparable with all other children and young people. 5. Our children and young people will feel safe and protected from harm at home, school and in the community. |

|  |
| --- |
| **School/Setting Vision, Values, Aims:**  Glebelands Primary School is an inner-city school with a wide-ranging and diverse catchment area. There are currently 315 primary and 110 nursery pupils at the school, the majority of whom live within SIMD deciles 1 to 4. Almost a quarter of our school population speak English as an additional language. The primary staff team comprises a Head Teacher, Depute Head Teacher, Acting Principal Teacher, eleven full time and two part-time class teachers, two NQTs, a Support for Learning teacher, six Primary and Early Years Support Assistants, two Learning and Care Assistants and an administrative officer. In our nursery there are two Senior Early Years Practitioners, six full-time and two part-time Early Years Educators, three Early Years Assistants and a Modern Apprentice. There is currently no nursery teacher.  **Vision**  “An inspirational community striving for excellence in learning through a culture of innovation, challenge, inclusion and the celebration of success”  **Be the Best Possible You**  **Values**  **Ambition Inclusion Support Respect** |
| **Consultation and Collaborative Self-Evaluation Processes**  (the processes used to involve partners with self-evaluation and improvement planning; children, pupils, parents (council/forum), staff; partner agencies; volunteers.)   * HGIOS 4 QIs – regular focus on challenge questions; * Information gathered from individual staff professional discussions and staff meetings; * Information gathered from pupil committees – learning, playground, eco – and weekly pupil learning chats; * Staff, pupil, parent and partner surveys; * Learning observations – classroom visits and learning walks; * Analysis of a range of data; * Parent Council meetings; * Sharing good practice through collaborative working, whole school staff discussion and school improvement wall; * Outcomes from practitioner enquiry; * Targeted intervention approaches; * Actions from extended review. |

**Tools for Measurement of Progress:**

Self-Evaluation - assessment of current position (inwards, outwards, forwards - HGIOS 4, HGIOEL&C)

Evidence from:

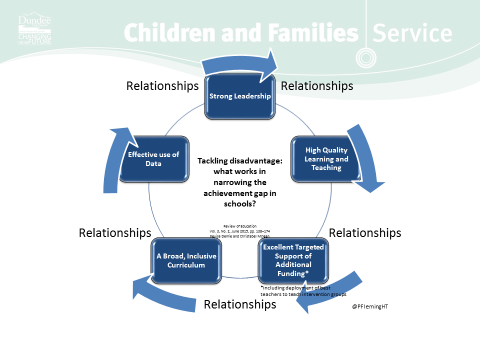
* Teacher Professional Judgement
* Standardised Assessment Data/Pitfalls/SQA data/trends (Insight)/ BGE Toolkit / Benchmarking/Moderation
* Exclusions and Attendance Data
* Changing Trends and Profiles in any of the above data
* Feedback from parents, children and young people and staff (evidenced through HMI questionnaires or Athena)
* Pupil learning plans, achievement and learning conversations
* Collaborative Action Research
* Interventions for Equity
* Model for Improvement activities
* Profile of outcomes for targeted groups: LAC; Young Carers; SIMD 1 and 2; FSM
* Dundee School Improvement Framework
* Inspection Findings

**2019-20 RAISING ATTAINMENT & IMPROVING OUTCOMES FOR CHILDREN, YOUNG PEOPLE AND FAMILIES IN DUNDEE**

We must continue to raise attainment and close the outcome gaps that exist across our School/Educational Settings ***at pace***, **and with a sense of urgency*.***

This is the core business of all Dundee School/Educational Settings and establishments. There is, therefore, no such thing in Dundee as a ‘non-attainment challenge School/Educational Setting’.

**All School/Educational Setting Improvement Plans will include the Key Aims / Expectations / Actions outlined within the plan on the following pages. Whilst all establishments should feel free to add additional aims and actions specific to their own setting as required, all improvement activity should be designed to improve outcomes for all learners and close identified outcome gaps.**



|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Dundee City Council**  **Children and Families Service**  **RAISING ATTAINMENT PLAN FOR SCHOOL/ EDUCATIONAL SETTINGS**  **Session 2019/20** | **IMPROVEMENT PRIORITY 1**  **LEADERSHIP and MANAGEMENT** | | | | | |
| **Aims**  (what are we going to achieve?) | **HGIOEL&C**  **HGIOS4**  **QIs** | **Expectations** | **Actions**  (what will we do?) | **Measurement**  (how will we know we are making a difference?) | **Progress/Impact**  (what has improved?)  BRAG – December, March, & May | **Timescale / Responsibility** |
| **Revise Vision, Values and Aims in line with Dundee’s aspiration/ambition to raise attainment** | **1.3** | * The Vision, Values and Aims of all School/Educational Settings must promote a positive image of the child, ambition, aspiration, expectations, challenge and a focus on children first (constant message from Dundee School Inspections – our children are capable of much more) * All practice across the school/ setting directly links to Vision, Values & Aims and is regularly re-visited. * VVA conversations involve all stakeholders – pupils, families, staff, partners, community * There is a consistent approach to relationships and restorative practice across the setting. | * **Daily reference made to revised vision and values – posters visible in all classrooms and teaching areas.** * **Revised, vision and values evidenced in all communication eg newsletters, reports, letters.** * **Staff and pupils use language of revised vision and values in all learning discussions.** * **All staff meetings begin with reference to revised vision and values and professional dialogue towards improvement linked to same.** * **All staff engage in nurture training with DEPS.** * **Nurture approaches embedded and promoted across school by all staff.** | ***Observation of behaviours of pupils and staff – increased reference to revised vision, values and rules in daily practice***    ***through***  ***Learning Walks***  ***Classroom Visits Pupil Committees***  ***Pupil Learning Chats*** |  | ***All Staff***  ***by 20/12/19***  ***All Staff***  ***25/11/19 & 2/12/19***  ***All Staff***  ***31/05/20*** |
| **Implement planned robust self-evaluation procedures in relation to learning and teaching involving all stakeholders** | **1.1**  **(2.3)** | * All educators must have a clear understanding of the purpose of self-evaluation for improvement * There is a culture of reflective practice and responsive, continuous improvement, using evaluative language * All educators understand their role in the self- evaluation process and subsequent impact on children’s progress. * Educators have a clear understanding of the link with CLPL and improved outcomes for learners. * An Annual Quality Assurance calendar is in place and is followed rigorously. * Classroom/Playrooms visits and observations focus on the quality of learning and teaching. * Improvement Plans are consistent and focus upon high quality learning and teaching and positive outcomes for learners * There are planned opportunities for sharing practice and for collaboration within and across schools, settings and networks * Detailed tracking and monitoring is in place throughout BGE and Senior Phase, using agreed authority processes * Planned, regular and rigorous discussions of tracking data and pupil progress take place at SLT / departmental / class teacher / educator levels * Self-evaluation and CLPL activities result in agreed actions and interventions which are recorded and followed up as appropriate. | * **Staff engage in regular dialogue around what is working and what needs to improve – all outcomes recorded and form part of self-evaluation process.** * **Actions from self-evaluation implemented and progress towards these shared at regular intervals.** * **Good practice shared at all staff and collegiate meetings and displayed on SIP noticeboard.** * **Professional learning from courses and collegiate events shared with all staff including impact on practice.** * **Learning observed through planned PSVs and learning walks – feedback clear and succinct.** * **Action plans in place for key SIP priorities.** * **All teaching staff engage in practitioner enquiry – feedback as focus.** * **Actions from all school improvement tasks have clear target dates for completion and measurement processes.** | ***Professional discussion – use of evaluative language.***  ***Reference to HGIOS QIs 1.1 & 2.3 during professional discussion.***  ***Staff, pupil, parent and partner surveys***  ***Learning Walks***  ***Classroom Visits Pupil Learning Committee***  ***Pupil Learning Chats***  ***Feedback Journeys***  ***Feedback Measurement Tool – practitioner choose from APDR, before and after surveys, pre and post examples of learning.***  ***Targets from action plans met within agreed timescales.*** |  | ***All Staff***  ***Ongoing***  ***As per action plan and post- training events***  ***SLT***  ***9/09/19 –***  ***1/10/19 &***  ***3/02/20 –***  ***25/02/20***  ***SLT***  ***23/08/19***  ***Teaching Staff***  ***Implemented -9/09/19***  ***Shared - 30/09/19 Embedded –***  ***20/12/19***  ***Evaluated – 31/03/20***  ***As per action plan*** |
| **Increase/improve opportunities for listening and responding to children’s/learners’ voice/leadership of learning.** |  | * The guiding principle of listening and responding to children is embedded and included in the QI Calendar * All schools use ‘wee HGIOS’ to embed learner voice and leadership * Communication/engagement with parents is tracked and monitored - letters etc. * Motivation of young people is promoted – assemblies, PSE lessons etc. * Learner Voice – there is regular feedback from learners re quality of Learning & Teaching * Young people lead learning * Young people are involved in school self-evaluation e.g. taking part in observations and self-evaluation discussions | * **SLT have weekly discussions with learner groups to gather pupil voice and identify areas for improvement in practice – feedback to staff accordingly.** * **Learning Committee use “wee HGIOS” to shape discussions and improvement tasks.** * **Revised formats for parent and partner meetings include summary of discussion, actions and target dates where applicable.** * **Pupil Committees to meet regularly, create action plan and evaluate agreed interventions.** * **SMART Play to support delivery of Loose Parts Play.** | ***Quality of provision shared during Learning, Playground and Eco Committees and Pupil Learning Chats.***  ***Pupil Survey***  ***SMART Play –Leuven Scale*** |  | ***SLT & Pupil Groups***  ***Ongoing (inc. specific focus as per PSV weeks)***  ***A Cox***  ***Fortnightly from 9/09/19***  ***R Gill***  ***Completed by 6/09/19***  ***SLT***  ***PEYSAs***  ***Fortnightly***  ***as from 9/09/19***  ***SMART Play Staff / PEYSAs***  ***Weekly from 3/09/19*** |
| **Implement robust processes for use of data/analysis to monitor and track individual progress leading to improved outcomes** (Early Years Electronic Screening Tool, Insight; BGE; SEEMiS; SQA; Track One system) | **2.3**  **(1.1)** | * Regular and rigorous analysis of attendance data and support for pupils to maintain good attendance takes place * Children’s learning and progress are regularly analysed and evaluated through the use of a wide range of sources e.g. documentation extracts, journal entries, VERP * Appropriate data is used to identify areas for improvement at all levels * Engagement in benchmarking activity within and across schools / settings and authorities is a regular feature * All Secondary Schools use the agreed DCC approaches for the review of SQA results   (class teachers, PTs, SLT link officer, HT; planned meetings as per School Improvement Framework)   * Presentation policy (SQA) errs on the side of cautious optimism, with clear procedures for changing levels which involve all stakeholders * Improved understanding (across the school) of data and associated MIS systems to ensure effective use and clear links to tracking and reporting to parents * Target setting by educators and pupils is embedded across the school/setting | * **Leadership Team to work with Attainment Advisor to ensure improved understanding and use of data.** * **Attainment overview shared with staff three times across session and comparisons made locally and nationally – clear next steps for improvement identified.** * **Data discussed includes professional judgements around CfE benchmarks, baseline and follow-up assessments, SNSA, Lexia and RWI.** * **Attainment discussions (three times yearly) focus on progress of and appropriate support for targeted groups including LAC, YC, SIMD 1 & 2 and pupils with ASNs.** * **Clear evidence of progress in learning kept by teachers and used to support professional dialogue around progress.** * **Monthly attendance meetings involving DHT and SFDW – protocol agreed for process and communication with parents.** * **SEEMIS Tracking Tool introduced and used from October 2019.** | ***Early Years Electronic Screening Tool BGE Tool***  ***CfE/SEEMIS Tracking System***  ***Data from:***  ***SNSA; Lexia; RWI*** |  | ***Ongoing***  ***SLT***  ***16/08/19***  ***27/01/20***  ***27/04/20***  ***LTA Meetings***  ***25/11/19***  ***17/02/20***  ***25/05/20***  ***Ongoing***  ***A Cox***  ***J Kiernan***  ***Monthly starts***  ***22/08/19***  ***Teaching Staff***  ***28/10/19*** |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Dundee City Council**  **Children and Families Service**  **RAISING ATTAINMENT PLAN FOR SCHOOL / EDUCATIONAL SETTINGS**  **Session 2019/20** | **IMPROVEMENT PRIORITY 2**  **LEARNING PROVISION** | | | | | |
| **Aims**  (what are we going to achieve?) | **HGIOEL&C**  **HGIOS4**  **QIs** | **Expectations** | **Actions**  (what will we do?) | **Measurement**  (how will we know we are making a difference?) | **Progress/Impact**  (what has improved?)  BRAG – December, March, & May | **Timescale / Responsibility** |
| **Ensure provision of high quality learning and teaching and learner engagement for all**  (feedback; differentiation; learners leading learning) | **2.3** | * A clear Learning and Teaching policy, followed by all educators, is in place and is in line with DCC Policy * The school/setting has a Standard for Learning, aligned with the Dundee Standard, taking cognisance of BTC, AifL, Birth to 6 (LTiD) and DYW. * Co-operative learning strategies are embedded across the school/setting * All educators regularly attend professional learning opportunities which support reflective practice and improve pedagogical understanding, leading to improved outcomes for learners. * Implementation of Leaders of Learning, Action Learning Sets or equivalent, Learning Rounds etc with a focus on pedagogy and robust feedback/reflection * HR support is engaged at an early stage when supporting staff attendance * Underperformance is challenged early, consistently and rigorously, using DNCT / GTCS / SSSC standards and procedures * HR support is engaged at an early stage when challenging underperformance | * **Staff follow Effective Learning and Teaching Policy and associated expectations.** * **Revise above policy to include DYW.** * **All teaching staff engage in practitioner enquiry – feedback as focus.** * **All teaching staff build on current practice involving Conceptual Understanding in Number through modelling, observation and feedback on practice.** * **Extend outdoor learning in numeracy to all classes.** * **Drop-in sessions offered to improve practice in numeracy, digital literacy and supporting pupils with ASNs.** * **Acting PT to observe and monitor delivery of RWI – feedback sessions planned.** * **Staff continue to add to visible learning toolkit through sharing of strategies from OSIRIS inset and focus on feedback.** | ***Learning Walks***  ***Classroom Visits***  ***Pupil Learning Committee***  ***Pupil Learning Chats -***  ***against QI 2.3*** |  | ***Ongoing***  ***R Gill***  ***13/09/19***  ***Teaching Staff***  ***Implemented -9/09/19***  ***Shared - 30/09/19 Embedded –***  ***20/12/19***  ***Evaluated – 31/03/20***  ***A Cox***  ***K Stitchell***  ***Teaching Staff***  ***2/09/19 – 15/11/19***  ***K Stitchell***  ***Monthly from 20/08/19***  ***F Shilton***  ***Fortnightly from 2/09/19***  ***Teaching Staff***  ***Ongoing*** |
| **Provision of an engaging and exciting BGE which provides learner pathways through to the Senior Phase and beyond and meets the needs of all learners, developing the Skills for Learning, Life and Work and DYW**  (The primary driver is NOT senior phase - shift away from “courses” S1-S3) | **2.2** | * A clear curriculum rationale is in place.   (Early Years Settings ensure the principles of Making Young Children’s Learning Visible are reflected in their curriculum rationale.)   * Learning time is maximised - remove ‘dead time’ in the curriculum / day * Differentiation is in place in all classes. * Progressive pathways are in place in the BGE in all curricular areas, using standard Dundee formats | * **Complete curriculum rationale started in 2018-2019.** * **Learning area outside P1 and P2 classrooms redesigned to reduce unnecessary free movement and provide improved context for learning.** * **Development of play-based learning in P1 supported by nursery staff.** * **Introduce Literacy Learning Pathways and moderate as part of cluster plan.** | ***Evidence of BGE in teachers’ plans.***  ***Pupils engaged in meaningful play and observations shared through professional discussion.***  ***Pupil Learning Committee & Learning Chats on curriculum content and delivery.*** |  | ***Staff, Pupils, Parents***  ***27/09/19***  ***A Cox***  ***P1 Teachers***  ***SEYPs***  ***27/09/19***  ***Teaching Staff***  ***Trial from 2/09/19***  ***Moderate as per cluster plan***  ***Embed***  ***31/03/20*** |
| **Planned strategic implementation of moderation arrangements across stages and curriculum throughout the session** |  | * Regular professional dialogue develops a shared understanding of ages and stages of development and anticipated progress. * Regular, planned opportunities for moderation are a priority throughout the year (as per DCC Moderation Strategy - planned into collegiate time, Inset days and WTAs) * There is a strong focus on continuity and progression of learning/pedagogy during transitions * An effective Cluster Transition Policy from Early Years - S1 and through all stages, is in place, including the exchange of information and SNSA/ACEL/SQA data. * In-service days prioritise time for training and upskilling staff, focussing on high quality learning and teaching | * **Staff meetings and collegiate events, including cluster and improvement partnership activities, include more frequent opportunities for professional dialogue.** * **Revise protocol for transition meetings.** * **November INSET training planned to include Conceptual Understanding in Number and data analysis.** | ***Staff spending greater amounts of time in professional dialogue.***  ***Sharing Good Practice Sessions to evidence impact of change.*** |  | ***Teaching Staff***  ***As per QA Plan***  ***Working Group***  ***24/02/20 – 23/03/20***  ***SLT***  ***K Stitchell***  ***14/11/19 & 15/11/19*** |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Dundee City Council**  **Children and Families Service**  **RAISING ATTAINMENT PLAN FOR SCHOOL / EDUCATIONAL SETTINGS**  **Session 2019/20** | **IMPROVEMENT/PRIORITY 3**  **SUCCESSES and ACHIEVEMENTS** | | | | | |
| **Aims**  (what are we going to achieve?) | **HGIOEL&C**  **HGIOS4**  **QIs** | **Expectations** | **Actions**  (what will we do?) | **Measurement**  (how will we know we are making a difference?) | **Progress/Impact**  (what has improved?)  BRAG – December, March, & May | **Timescale / Responsibility** |
| **Fully implement robust assessment and planning processes for wellbeing in line with National Practice Model (GIRFEC)** | **3.1** | * Children, staff and families understand their entitlement to and responsibilities to deliver GIRFEC. * Increased engagement with Health Visitors as the named person in Early Years * Assessments of wellbeing are analytical and focussed upon improving outcomes for children/families * DCC staged intervention process (Team Around the Child) is used consistently and effectively to support children and families * Agreed Authority-wide planning, recording and referral systems are used consistently | * **Review recording procedures to track support for and update information on pupils with ASNs.** * **Teaching staff take more responsibility for planning for pupils with ASNs including use of visuals, scripts, safe places, etc.** * **Twice yearly updates of ABLe plans by teaching staff.** * **SFDW to deliver parental engagement project.** | ***Improved Relationships***  ***Less disruption to L&T***  ***Reduced ‘referrals’***  ***Improved Attendance***  ***Improved Attainment*** |  | ***F Shilton***  ***4/10/19***  ***Teaching Staff***  ***Ongoing***  ***Teaching Staff***  ***2/12/19 &***  ***23/03/20***  ***J Kiernan***  ***Y Mumtaz***  ***Weekly from 28/10/19*** |
| **Embed/implement Nurture Approaches Framework across the whole School / Educational Setting (with reference to Restorative Approaches)**  **The UNCRC / Children’s Rights / Nurturing Approaches and Restorative approaches underpin all policy and practice** | **3.1** | * All School/Educational settings will be working towards becoming a ‘Nurturing Setting’ * An Alternatives to Exclusion policy is in place and understood by all educators, learners and parents * Regular review of learners’ attendance is undertaken, with interventions identified for targeted individuals and groups * Regular review of school pupil exclusions with interventions identified for targeted individuals and groups * The curriculum includes explicit activity on the UNCRC e.g. through the Rights Respecting School approach * Focus is shifted from behaviour/discipline to relationships resulting in all schools/settings having a Relationship Policy in place. * Restorative practices are used to resolve conflict, to support self- regulation, to reduce disruption and on return from exclusion | * **All staff engage in nurture training with DEPS.** * **Nurture approaches promoted across school by all staff.** * **Review use of LCAs to support pupils with high-level ASNs.** * **Review soft start and easy end for targeted individuals.** * **Redesign Support for Learning areas to meet a range of needs eg nurture, soft play, sensory pod.** * **Monthly attendance meetings involving DHT and SFDW – protocol agreed for process and communication with parents.** * **Produce relationships policy in line with nurture training and restorative approaches.** * **SMART Play to deliver Loose Parts Play training to support pupils with ASNs.** | ***Improved relationships***  ***Less disruption to L&T***  ***Reduced ‘referrals’***  ***Improved attendance***  ***Improved attainment***  ***SMART PLAY – Leuven Scale*** |  | ***All Staff***  ***25/11/19 & 2/12/19***  ***All Staff***  ***31/05/20***  ***F Shilton***  ***23/08/19***  ***F Shilton***  ***4/10/19***  ***A Cox***  ***J Kiernan***  ***Monthly starts***  ***22/08/19***  ***Working Group***  ***31/03/20***  ***SMART Play Staff / PEYSAs***  ***Weekly from 3/09/19*** |
| **Have robust processes for use of data/analysis to monitor and track individual progress leading to improved outcomes (including attainment, achievement, attendance, exclusions)** | **1.3**  **(3.2) (2.3)** | * Focused discussions regularly take place on every individual child * Ensure equity – keep focus on targeted children and on improving outcomes for targeted groups: LAC, ASN, Young Carers, SIMD1&2, CP register (including attendance and exclusions) * An agreed core data set is in place, which is used to monitor/track progress | * **Refine recording procedures to track progress on actions from incidents, discussions and meetings with parents and partners.** * **Produce tracking documents which highlight progress in attendance.** | ***Improved attainment*** |  | ***SLT***  ***23/08/19***  ***A Cox***  ***J Kiernan***  ***27/09/19*** |
| **All schools are rigorous about the implementation of DCC policies re attendance** | **1.3**  **3.2**  **2.3** | * All tracking and monitoring systems feature the key measures of attainment, attendance, care experienced status, young carer status, SIMD, CP register, ASN * Attendance of all pupils is promoted through agreed DCC policy and resulting staged interventions, eg SDS risk matrix is 70% or below, absences total 20 days or more | * **Produce protocol for communication with parents to improve attendance.** | ***Improved attendance & punctuality*** |  | ***A Cox***  ***J Kiernan***  ***27/09/19*** |
| **Wider Achievement is recognised and rewarded** |  | * Clear and consistent processes are in place for promoting, monitoring and tracking wider achievement for all pupils | * **Whole school wider achievement display to be created in central area.** | ***Increased number of pupils sharing successes and achievements through wider achievement wall and***  ***assemblies*** |  | ***C Duguid***  ***6/09/19*** |

**Curriculum, Pedagogy and Performance Strategy and Action Group – On-going Priorities**

* agree implementation and monitoring periods for use of the BGE tracking tool and SEEMiS Progress and Achievement Module for all city School / Educational Settings
* finalise curriculum rationale, design and progression work already started in key areas including literacy and numeracy
* support all School / Educational Settings to have an agreed curriculum rationale which drives improvement, including a BGE that transitions into the SP to ensure progression pathways for all learners and raises attainment
* finalise revised policy and arrangements re reporting to parents
* finalise revised learning and teaching policy
* strategically plan and deliver CLPL on evidence-based approaches to raising attainment to both primary and secondary sectors

**Scottish Attainment Challenge – Dundee**

Recommendations from ILA inspection:

* simplify the landscape - what’s working- see 2019-20 bid
* review the matrix and it’s use re informing improvement
* use evidence base to plan exit strategy from SAC funding
* further embed SAC within the secondary sector
* increase the focus on raising attainment and closing the gap in secondary
* targeted interventions - PTs Maths/Numeracy – CEO and AA, lead EO
* roll out School / Educational Setting measurement plans – Attainment Advisor
* Reinforce the expectations within and the contribution of the School / Educational Setting Improvement Framework to raising attainment and closing outcome gaps – including the Chief Education Officer carrying out SQA Results Reviews in all secondary School / Educational Settings
* Strengthen the synergy between the work of the Attainment Advisor and the Educational Services Management Team
* targeted focus on secondary SQA results e.g. subject departments with a trend of negative value course comparator
* focussed and targeted work on HGIOS4 and pupil version of HGIOS 4 and generic input for all Head Teachers
* re-focus the matrix re Dundee Measures
* Prioritise support for curriculum and moderation
* targeted support from the Attainment Advisor for School / Educational Settings identified using performance data
* Review cross-sector and subject / curriculum networks